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| **Lesson Content** | **4** | **3** | **2** | **1** | **Evidence** |
| **I Can Statements** | All components of level 3 and incorporates student usage of I can statements. | Provides I can statements that correspond with the unwrapped standard(s) to focus instruction. | Provides I can statements that do not directly address the unwrapped standard(s) to focus instruction. | The I Can statement(s) are not provided. |  |
| **Addresses Standards** | All components of level 3 are evident and conveys the benefit of learning the standard to the student. | The lesson explicitly addresses ELA CCSS across the BL components. | The lesson loosely addresses ELA CCSS across the BL components. | The lesson does not address ELA CCSS across the BL components. |  |
| **Best Practices** | All components of level 3 plus offers differentiation for multiple intelligences and diverse learners. | The lesson incorporates several “best practices” for literacy instruction. | The lesson incorporates few “best practices” for literacy instruction. | The lesson does not incorporate “best practices” for literacy instruction. |  |
| **Use of Materials & Resources** | All components of level 3 and incorporates additional materials and resources to effectively plan and implement instruction. | Effective use of some unit/addendum resources and materials provided to plan and implement instruction. | Effective use of few unit/addendum resources and materials provided to plan and implement instruction. | Ineffective or no unit/addendum resources used to plan/implement instruction. |  |
| **Gradual Release of Responsibility** | All components of level 3 and evidence that teacher makes adjustments to level of responsibility based on previous lessons. | Balance between teacher and student responsibility for learning indicates teacher understanding of student readiness. | Teacher and student responsibility for learning is unbalanced | Lesson is completely teacher directed |  |
| **Assessment** | All components of level 3 are evident and there is additional evidence of students assessing themselves and peers | Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student success | Few assessment practices are evident | No assessment practices are evident |  |
| **Use of Technology**  **(if appropriate)** | N/A | Technology is effectively incorporated to enhance learning when appropriate. | Technology is incorporated into the lesson but is only partially effective. | No technology is used or is used ineffectively in the lesson. |  |